SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY

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A Doctoral Resume

A Study on the Linguistic differences in English Language learning at the Undergraduate Level among Telugu, Marathi and Urdu Mother Tongue Students of Adilabad District, Telangana State.

Submitted for

The Registration of Ph.D. Degree in English

Under the faculty of Arts and Humanities

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"A Study on the Linguistic differences in English Language Learning at the Undergraduate Level among Telugu, Marathi and Urdu Mother Tongue Students of Adilabad District, Telangana State".

Introduction:

Language is a unique characteristic of human beings. It is created by man himself. Finocchiaro defined language as "Language is a system of arbitrary, vocal symbols which permit all people in a given culture or other people who have learned the system of that culture, to communicate or to interact." (Finocchiaro, 1964, P.8). Teaching and learning a language are interrelated. Teaching facilitates learning. It guides the student; so the understanding of how the student learns determines the teaching styles i.e., the approach, methods and techniques that are to be used. Today English is the world's most widely studied foreign language. 60% today's world population is multilingual. Teaching English language in a multilingual context is a mammoth challenge for the teachers of English due to linguistic diversity in the classroom. The present study focuses on how far the mother tongue is influencing the learner's learning of English of the undergraduate students of the selected degree colleges of Adilabad district (It shares boarder with Nanded and Yavathmal districts of Maharashtra State) of Telangana state and compares the learning difficulties and differences among the Telugu, Marathi and Urdu mother tongue students. The attitude of the learner towards the language he is going to learn also affects his language ability. The Longman Dictionary of Applied Linguistics and Language Teaching (2002, p.297) defines language attitudes as follows: "the attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes may have an effect on second language or foreign language learning. The measurement of language attitudes provides information which is useful in language teaching and language learning."

Statement of the Problem:

The topic selected for the research by the researcher is "A Study on the Linguistic differences in English Language Learning at the Undergraduate Level among Telugu, Marathi and Urdu Mother Tongue Students of Adilabad District, Telangana State" is worth for research because linguistic differences in learning a foreign language as second language (here English) is one

of the important aspects. It's universally accepted that the L1 (Mother Tongue) of the learner essentially affects the learning of the foreign language. This will be at extreme level in the country like India where 'Plurilingual Culture' is prevailed.

The present study is important as it focuses on how far the Mother tongue is influencing the learner's learning of English of the students of the selected Degree Colleges of Adilabad district of Telangana state. As the study throws light on the comparison of the English language learning among L1 Telugu, L1 Marathi and L1 Urdu undergraduate students of the selected Degree Colleges of Adilabad district of Telangana state is meaningful to research.

Objectives of Research:

- To Study whether Marathi L1 Students of Undergraduate Level use different techniques of English Language Learning.
- To Study whether Telugu L1 Students of Undergraduate Level use different techniques of English Language Learning.
- To Study whether Urdu L1 Students of Undergraduate Level use different techniques of English Language Learning.
- To Study whether Undergraduate Level boys and girls of Marathi, Telugu and Urdu L1 use different techniques of English Language Learning.
- To compare the ability of learning English of Undergraduate Level boys and girls of Marathi, Telugu and Urdu L1.

Problems to be investigated:

- The present study will investigate; what is the influence of L1 on the learning of English language in the undergraduate students?
- Identifies the learning difficulties of the L1 Marathi, L1 Telugu and L1 Urdu undergraduate learners.
- Compares the Linguistic differences in the English Language Learning at the Undergraduate Level among Marathi, Telugu and Urdu L1 UG students.

Review of Literature:

I visited shodhgangothri and shodhganga the reservoirs of the thesis and synopsis and also read some books, articles, research papers from online journals for collecting information about the research done on the present study. There is much work done on the teaching of English as a second language in India but I was attracted by the different learning styles of my UG students with different mother tongues. So I decided to study in detail the linguistic differences among the undergraduate English learners.

Introduction of English Language Teaching in Indian education system was initiated by Macaulay. Macaulay's Minute recorded on 2nd February 1885 proclaimed the official language policy of the British government. Its ambition was to train the youth of India would be "Indian in blood and colour, but English in taste, in opinion, in morals and in intellect", (*Macaulay's Minute, Calcutta, 1835*) with this a Foreign language entered Indian education system. The teaching of English to the non-native speakers was a challenging one then and even now. Initially 'the language through literature' concept was tried out in 1890, then many approaches, methods and techniques were tried by the educationists, each of them had their own advantages and limitations.

The place of English in Indian Education System was in a dilemma after independence. Some leaders said English should be removed from Indian education system as it is pushing aside the vernaculars but leaders like Raja Gopala Chary strongly supported for the retention of English in Indian education system, he said that 'we shouldn't abandon English on sentimental urges, we shouldn't throw away the baby with the bath water'. Here the baby is English; the bath water is the English. The same idea was reflected in University Education Commission, 1948. It recommended, "English should be continued at the secondary school and university level to keep ourselves in touch with the living stream of ever-growing knowledge…. and as our principal means of maintaining contact with outside world" (Government of India 1950:321-322).

Hence, despite all the recommendations various methods and techniques of teaching English many undergraduates still find it difficult to express themselves in English. Very often we find expressions like 'entering into', 'return back', blunder mistake', 'I'm telling you the truths', 'ready-aa' and many more. This may be due to the influence of the mother tongue. As English is a foreign language to all Indians, we try to learn this foreign language with the help of our first language. This unscientific method of language learning might lead us to true translations, erroneous expressions and unintelligible utterances.

From Macaulay to Modi (our Hon'ble Prime Minster) we have seen many reforms and policies to improve the position of the regional languages but all these went in vain before the growing modernization and internationalism. Therefore, it has become a necessary evil for the people of a Plurilingual country like India to get mastery over English along with our regional language. Thus, the 3-language formula came into existence. It was proposed in 1956 by the CABE (Central Advisory Board on Education) and was adopted at the Chief Minister's conference in 1961. The 3-language formula proposes learning of three languages one is the state language, second is a modern Indian language and third is English. By this English became the second language in education both in Hindi and non-Hindi speaking states.

'Language learning is innate', according to Noam Chomsky. Another linguistic expert, B.F. Skinner, says that 'language is a social response'. According to linguists, the capacity to learn a language decreases after puberty (therefore new languages must be introduced as early as possible). But given the globalized context in almost all areas of human activities, the English language has assumed such a huge proportion that it is inevitable for everyone to study and acquire some skills in English language. In this context, it would be much helpful to find out the linguistic obstacles for acquiring English as a second language and solutions to overcome the difficulties. In view of these ideas this study would focus on the above mentioned areas to highlight the importance of those elements which have some significant impacts on the second language learners. This effort would bring forth the Mother Tongue Influence (MTI) on the learners of English as second language and compares learners' efficiency among Marathi, Telugu and Urdu as their mother tongue.

Hypothesis:

The researcher has some hypotheses; these are

1) Students with different mother tongue use different techniques of learning English at undergraduate level.
2) Girls and boys of Marathi, Telugu and Urdu mother tongues use different techniques of learning English at Undergraduate level.
3) Linguistic differences certainly affect the English Language Learning.

Research Methodology:

Sampling technique to be adopted is Stratified Random Sampling technique. Data collection tools to be used are 1. Questionnaire (to students)

2. Interview (with teachers)

3. Observation (by the researcher)

A sample of 450 students is selected randomly, 150 from Marathi L1 students, 150 from Telugu L1 students and 150 from Urdu L1 students of 5 different Degree Colleges, 90 students from each college, 45 boys and 45 girls from each year I, II and III irrespective of their specialization. The selected 5 Degree Colleges for sample are the colleges where the students from Marathi and Urdu Mother Tongue are more in number. They are,

1. Government Degree College Nirmal
2. Government Degree College Bhainsa
3. G.P Ladda Degree College Bhainsa
4. Government Degree College (Science), Adilabad
5. Government Degree College (Arts & Commerce) Adilabad

The target population is the undergraduate students of Marathi, Telugu and Urdu Mother Tongue.

Accessible population is the actual study population i.e. randomly selected undergraduate students from 05 different degree colleges of Adilabad district.

20 teachers of English are randomly selected from the above mentioned 5 degree colleges. For observation by the researcher 10 classes of English, 2 from each college are selected randomly.

The data collection tool is questionnaire. It is prepared with 50 questions on English Language Learning; Likert scale (a 3-point rating scale) is used to record the students' responses. The collected data will be tabulated and percentile is calculated. The question-wise analysis will be done and compared with one another.

The data collection tool interview is carried out by the 10 selected questions. The 20 teachers of English will be interviewed and the responses will be analyzed.

For classroom observation by the researcher, a 10-point observation check list will be prepared. The researcher observes the classroom teaching of the 20 classes (2 from each college).

Scope and limitation of the study:

In spite of many limitations of the proposed study, it may provide some valuable information regarding the level of the undergraduate students in the English language learning. This information makes the teachers of the selected area to redesign their teaching strategy or reinforce the strategy they are presently using.

The comparison among the Marathi, Telugu and Urdu L1 undergraduate students in relation to the English language learning provide firsthand data to the institutions and teachers.

The research also provides ample space to further research by extending the area of the sample and including other related factors affecting the English language learning.

Significance of the study:

The topic selected for the research by the researcher is apt and important because linguistic differences in learning a foreign language as second language here English is one of the important aspects. It's universally accepted that the L1 of the learner essentially affects the learning of the foreign language. This will be at extreme level in the country like India where Plurilingual culture is prevailed.

The present study is important as it focuses on how far the Mother tongue is influencing the learner's learning of English of the students of the selected degree colleges of Adilabad district of Telangana state. As the study throws light on the comparison of the English language learning among L1 Marathi, L1 Telugu and L1 Urdu undergraduate students, the research results are certainly useful to the teachers of English.

The preeminent fact that a student's education begins with his mother tongue since it is the language of his culture of all the elements that characterize a linguistic group and distinguishes them from other groups, therefore the learning of a foreign language will become a tough task for the students.

Scheme of the chapters:

The thesis will be divided into five chapters. These are as follows -

Chapter-I

Chapter 1 presents the information related to education in general and English language teaching in particular. It also presents the linguistic theories, objectives and hypothesis of the study.

Chapter-II

Chapter 2 reviews the status of English in India and theories of language learning. It further discusses the various approaches and methods of teaching English.

Chapter-III

Chapter 3 explains the research methodology to be carried out by the researcher. Data collection tools and primary and secondary data sources will be explained.

Chapter-IV

Chapter 4 analyses and interprets the structured questionnaire, classroom observation and interviews.

Chapter-V

Chapter 5 presents the findings, scope for further research and research conclusion.

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